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Management Training

for Supervisors and Staff Officers

Unit 2

Working With People

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Soil Conservation Service

U. S. Department of Agriculture

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You cannot teach a man anything;

You can only help him to find it within himself.

Galileo

UNIT 2

WORKING WITH PEOPLE

OBJECTIVES

- (1) To recognize the importance of human relationships in our work.
- (2) To study some principles of human behavior.
- (3) To see how we can use these fundamentals to work more effectively with people.

IMPORTANCE OF HUMAN RELATIONSHIPS IN OUR WORK

People are important
to SCS

This is indeed a simple statement of fact - so obvious that it needs but just a few remarks in passing to re-emphasize the fundamental importance of working effectively with people for the accomplishment of our mission.

We are a service
organization

We are a service organization. All we have to sell is the technical skills and "know-how" of our employees. We can't make anybody accept the service we have to offer - we can't force our opinions and ideas on people. In fact, the way we are set up, we wouldn't be in business at all if people didn't want and ask for the help our employees can give them. Our responsibilities in the broad field of land use and soil and water conservation are all based on the voluntary acceptance by farmers, ranchers and others of the type of service we offer.

We get work done with
and through others

Our work is accomplished through Soil Conservation Districts or watershed groups. They determine through democratic processes if and how they want to do anything about their problems. When they do - they take the initiative to ask for the assistance they need, to accomplish the program they set out to do.

Farmers and Ranchers
are our "clients"

In dealing with the farmers and ranchers through Soil Conservation Districts as our "clients" - our "customers" - we are again working with people who must determine for themselves what is best for them - what they want. It's true that we must study their problems with them - we must recommend various alternative ways that they can solve their particular land use problems - but the final choice is theirs. In working with them, there must be mutual respect, confidence, and a willingness on the part of both to cooperate.

Other groups are important in the total
Soil Conservation
program

We recognize that the field of soil and water conservation is so vast - has so many interrelated phases - that there is no one group that has all the answers. We are continually working with specialists in the colleges, in Universities, in research centers, in other governmental agencies, federal, state and local - with private organizations and with professional and technical societies, to study, develop and improve ways of solving difficult problems. Here again we deal with people and they deal with us. They are important people - all of them - all striving to do their part in this great enterprise in which we are all engaged.

The public is interested in what we
are doing

Then too, there is the great mass of people - the general public. They too have a deep and sincere interest in what we are doing. They are "footing the bill" so to speak by the taxes they are paying. They must know what is being accomplished - how we are progressing - and where we are going in carrying out the policy that has been declared the law of the land. This phase of our relationships is extremely important both to the service and the public as a whole and constitutes one phase of our service's program - information - keeping the public properly informed.

Our own employees
are important

Naturally - our own approximately 15,000 employees located in over 4,000 locations in the United States and its possessions are people who are important - most important - to getting our work done. No matter what station or position our employee occupies in our organization - his work is important to the proper functioning of the whole. The impact of his needs, wants, goals and ambitions must be recognized. His problems both personal and official that affect his physical, emotional, and social well being must be understood to intelligently work with and solve the many problems of human relations that occur each day. It is here that those of us who exercise functions of management must use what talents we have. It is in this area of our daily work that we need to strive to improve our own understanding of how we and others "tick" - and to learn to use this understanding to increase the effort of the organization as a whole.

Working effectively
with others is based
largely on our under-
standing of why peo-
ple behave as they do

Working effectively with any individual or group of individuals is greatly improved by understanding some very fundamental factors that influence human behavior. We must be as fully aware as possible of the general nature of human behavior; drives that motivate individuals; how people react to frustrations of their drives; the influence one's own work group has on his behavior; and in fact, the influence of all the environmental factors past and present have on the way he behaves. The more we understand these factors - the better we will be able to cope with our everyday problems of working with others.

No "formula" for working with people

Also, there is no attempt to set up any rules or formula for dealing with people. We are simply saying that a person must understand how human beings behave in order to work more effectively with them. The deeper and more extensive this understanding, the better we will be able to work with them. In this understanding, we must also, of course, learn to understand ourselves.

We must also understand our own attitudes towards ourselves and others and what motivates us to behave as we do.

The scope of this Unit

This Unit as written, is of necessity very brief. It will only try to highlight those points that relate particularly to relationships we experience within the service.

Further and continuing study needed

Following the study of the points outlined in this Unit, it is recommended that the following books be studied:

1. "Human Understanding in Industry"
A Guide for Supervisors
written by - William C. Menninger, M.D.
General Secretary
The Menninger Foundation

Harry Levinson, Ph.D.
Director
Division of Industrial
Mental Health
The Menninger Foundation

published by: Science Research
Associates
57 West Grand Avenue
Chicago 10, Illinois

Price: \$2.25

2. "How to Live with Yourself and Like it"
(Don't be fooled by the title. It's the title of a paper-back version of a regular book that was formerly entitled "The Art of Human Relations."
written by - Dr. Henry Clay Lindgren
Associate Professor of
Psychology
San Francisco State College

published by: The Fawcett World Library
67 West 44th Street
New York 36, New York

Price: 50 cents in paper-bound copy

3. "The Psychology of Management"

written by - Mason Haire
University of California

published by: McGraw-Hill Publishing Co.
330 West 42d Street
New York 36, New York

Price: Approximately \$5.00

4. "Three Steps to More Skillful Management"

compiled by - Editors of Nation's
Business

Vol. 1 - Managing Your Business

Vol. 2 - Managing Your People

Vol. 3 - Managing Yourself

Volumes 2 and 3 are recommended.

published by: Nation's Business
1615 H Street, N. W.
Washington 6, D. C.

Price: Set of 3 - \$2.40 (cheaper in
quantity purchase)

In these recommended books, they have
bibliographies of other books that make
excellent reading in this field for those
who are interested in going more deeply
into the subject.

PRINCIPLES OF HUMAN BEHAVIOR

In this section we are going to review some fundamental things about people that cause them to behave like they do.

People are alike in many respects

First of all, we recognize that all people are alike in many respects since we are all human.

Each person is different from every other person

We are also aware of the fact that each individual is unique and different from every other individual. The infinite number of combinations of traits and qualities whether they be inherited or acquired which go to make up any one person is his personality. His personality then is what makes him different from any one else. He is the product of all that has happened to him in life.

Let's look at some of the things that make up the combination.

Physical and motor abilities differ

People are short, medium, tall, fat, slim, and all the shades in between. They are good looking and some not so good looking - they are blondes and brunettes. They vary in their ability to see, smell, taste, feel, hear, etc. They are different in their motor coordination - some are clumsy and inept and others are dexterous and quick - some are strong and some are weak.

Their mental abilities vary

Intelligence is defined as the ability to solve problems and adjust to new situations. There is a wide range of differences in the basic intelligence of people.

Intelligence and aptitude are mental abilities

Aptitude - is the capacity to learn specific types of work. Here again we find a wide variety and degree of aptitudes within the group we deal with. Some have mechanical aptitudes; some can write; others can teach.

Temperament - refers to the way a person reacts to any situation. We say that some people are quick and excitable, some are slow and easy going, some tend to be over-optimistic, and some are more on the pessimistic side. Some develop strong interests in things; others' interests are feeble and weak.

Character

Character has been defined as the way a person organizes his energy:--

- (1) To get the things he needs to live by, and
- (2) To relate to himself and to other people.

His total character is a combination of many qualities that are based on such things as how dependent he is on others for the things he needs; how aggressive he is in exploiting others; how he views himself and his own value in the workaday world; and how highly he regards himself and others as individual human beings.

Again, each person is different from every other person

With this large number of variables that go to make up the human personality, we can see how uniquely individual each person really is.

Some fundamental principles of human behavior

Keeping in mind what we have just reviewed, let's look at some fundamental truths that apply to all people.

The human being is the most complex mechanism that has ever been created, but complex as he is, certain fundamental principles are known to govern his actions. One of the most important principles is that there is a reason behind every act of behavior.

Every act is caused.

All human behavior is caused

All human behavior has a cause. In any particular situation, an individual acts as he does because his established behavior patterns and forces from outside of himself lead him to act that way.

The cause of human behavior is tension created by some need

Human behavior is caused by some need within the person. He gets hungry - he eats; he gets thirsty - he drinks; he gets tired - he sleeps; he gets insulted - he gets angry; and he's liable to act in a variety of ways - but will choose the one best way that restores his own inner feelings to equilibrium and satisfy his needs.

Human beings act or behave to satisfy needs

All individuals act or behave in order to satisfy their needs. All of life is a struggle to satisfy the many needs we all have. It is a never-ending job, because a person is built in such a way that as soon as he partially satisfies a few of his needs - more are pressing on him and demanding his attention. A person's whole life is spent in trying to satisfy his various needs and the direction of his behavior is determined by the multiple pressures of the many needs that are acting on him at any one time - in his work - and in his home and social life away from work.

Human needs are the basis for motivation

Human needs then become the basis for human motivation. Find out what a person really needs and you can usually motivate him to action by showing him how to satisfy the need. If he needs recognition (and who doesn't), give recognition when it is deserving. It will motivate him to further acts deserving recognition.

Needs have an order of importance in all people

Some needs are more important than others. For example, one person might be more interested in a high salary so he can enjoy what money can buy immediately rather than accept a lower salaried job now with the prospects of an equally good or better salary in the future and more security in both opportunity and tenure.

Human needs can be classed in general groups

Human needs can be grouped into certain categories as a means of being able to look at them more critically. For example, here are some fundamental needs that are important in our everyday work situation.

Needs for security are fundamental

Security:--

1. To be able to earn the necessities of life.
2. To be assured of steady work.
3. To maintain health.

All people feel the need to affiliate and associate with others.

Belonging

1. To be accepted by co-workers, superiors, and subordinates.
2. To belong to, to be affiliated with, others.
3. To understand the purpose and significance of the job he is in and be proud of his affiliation.

All the needs associated with belonging have to do with man's need to be related to other people. One of the greatest fears of all people is loneliness. It is only natural that man wants to affiliate and associate with others and feels deprived when he cannot. Solitary confinement as a form of extreme punishment is eloquent testimony to the importance of this need. Being shunned or avoided within a group puts tremendous pressures on a person to get "back in line" from whatever behavior caused him to be avoided in the first place.

People must be given an opportunity to use their skills and capacities

Opportunity

1. To be afforded an opportunity to grow in one's job.
2. To advance in the Service.
3. To accept greater responsibility.
4. To use the capabilities and capacities one has to their fullest.

All people have a need for feeling important and appreciated

Recognition

1. To feel important among others.
2. To feel appreciated.
3. To be seen and noticed.

In both the needs for opportunity and recognition we are recognizing that all people have a basic need to bolster their "ego", to help them gain a better opinion of themselves. Give a person an opportunity to show what he can do, and recognize him for it when he has done it; and he will develop confidence in himself.

"Status symbols" are important forms of recognition

Recognition takes many forms - some very formal such as awards, commendations or a good word of commendation. Others may be more subtle, but nevertheless very important and we see them about us all the time. The

top supervisor has a private office with a rug on the floor, his assistant has no rug. One has a private secretary, others share the help of one girl. Some are included within the "inner circle" - are in the know; others are excluded. These are known as the "status symbols." They are the type of things people automatically notice when they deal with others. A high ranking person whom you may have to deal with doesn't have to tell you who he is - you know by his title and all his "status symbols" who he is.

Some needs develop
into "drives"

Some needs become highly organized in people; they become "drives" that govern all their actions. Thus, we see people who have an overpowering urge to dominate and to control; others whose main objective in life is to be noticed, to be praised; and some who are perfectionists. Whatever their drive, and whether they are conscious of it or not, they are attempting to satisfy some fundamental need that is extremely important to them.

What happens when a
person's needs or
drives are not
fulfilled?

With all the individuals each of us deals with in his daily work, each with his own particular needs and drives, we can see the multitude of individual problems that arise in our daily living since all human needs cannot be satisfied in our daily workaday world. Clashes do occur between individuals and between groups when their needs, goals, drives, or objectives are at cross purposes.

Frustration results
when satisfaction
of needs is blocked

And so it is within an individual, between individuals, and between groups in their inter-relationships. Needs are fulfilled, partially blocked, and sometimes completely blocked. When human needs are partially or completely blocked, we become frustrated and the degree of frustration is determined by the scope and intensity of the initial need or drives.

Dissatisfaction results
from frustration

In any case, when frustration does occur dissatisfaction results and the initial drive tends to force an adjustment to the frustration.

People react to
frustration in
different ways

Most of us as individuals react to frustrations in one of the following ways modified in degree by strength of the drive, the degree of frustration and various factors in an individual's personality.

Some people fight
back when frustra-
ted

One common and natural way to respond to frustration is to attack or fight back against the cause. It shows itself in open physical violence, verbal abuse or mild criticism. Often-times the person does not dare to vent his feelings against the one who is causing the difficulty so he picks on someone or something else. We all know the classic story about the guy who wants to tell his boss off but he doesn't dare, so he takes it out on the wife when he gets home. She doesn't want to get into an argument with him so she raises hob with the kids. They in turn kick the dog, who then chases the household cat.

Signs of Agressive
behavior

1. Quarreling with other employees.
2. Bullying others.
3. Criticizing the boss unduly.
4. Excessive absence.
5. Wild rumors and malicious gossip.
6. Sarcasm.
7. Rudeness.
8. Insubordination.
9. Blaming others.

Some people run away

This is essentially a method of trying to escape from the realism of the situation, by dodging, avoiding, getting away.

Signs of retreat
behavior

1. Procrastination.
2. Performing other minor, unimportant tasks while the important or required duties wait.
3. Childish behavior such as name-calling, tattling, or pouting.
4. Unwillingness to accept greater responsibilities.
5. Unreasonable requests for favors.
6. Horseplay - practical jokes (diversionary tactics).
7. Frequent transfers (to greener pastures).

Sometimes he gives up

He resigns himself to the situation. He surrenders - gives up - submits. This form usually takes place after he has tried other methods, such as fighting back or running away, and has not been able to remove the conflict.

Signs of resignation
or submission

1. Lack of ambition or interest.
2. Moodiness.
3. "Whipped dog" attitude. "There's no use trying." "This place will never change." "Why try - you can't do anything about it."

When people become
extremely stubborn,
psychologist say
he's "fixated"

This is an extreme phase of frustration where a person is in no position to accept training or new ideas. Such a person is stubborn; he continues to do things that he knows will neither remove the obstacle or solve the problem.

Signs of fixation

1. Resists violently any attempts at restraint or correction.
2. Refuses to change work habits.
3. Resists orders.
4. Violates well established rules.'

If you are the supervisor of such an employee, you'll probably need some outside counsel to help you solve the problem of how to handle a person of this type.

Handling problems
of frustration

Handling problems of frustration are discussed in more detail in other parts of this course.

Suffice it to say here that when people are disagreeable, it is not because they prefer to be that way, but because something is frustrating them and making them act that way. The cause of the frustration may be real, imagined, or threatened. It doesn't matter. If you're dealing with the problem, you have to learn to recognize the symptoms you see.

If you sense that it is something you are doing to frustrate the other person, you may have to modify or change what you are doing to help the situation. Most often you won't know. You'll have to talk to him and listen

carefully to what he says to find out what's "eating him" before you can do anything about it.

* * * * *

"Here's some advice that's hard to beat
Ulcers don't come from what you eat
Neither do they come from what you do
Ulcers come from what's eating you."

* * * * *

Attitudes of people
are important in
understanding
human behavior

We're still talking about some fundamental ideas of what make people behave like they do. While we're on this subject let's talk a little bit about attitudes.

An attitude is a way
of seeing things

First of all, let's see if we can define what is meant by an attitude. Simply stated - an attitude is a way of seeing things. It's the way a person interprets what he sees and experiences in the world around him that makes sense and order to him. Man's environment is not organized for him; he must organize it. The way he organizes his environment determines his attitude and consequently the way he acts.

Attitudes don't always
reflect reality;
they reflect what a
person interprets

It's important to note that his attitudes depend not on what is actually out there, but on what he sees. The way he sees his environment, the way he organizes his world about him - reveals his attitudes about things.

For example, if an employee sees every dog he encounters on the farms he visits as a friendly, tail-wagging animal who relishes his friendly overtures, he'll probably disregard the safety precaution that one should never pet strange dogs. Unless he can change his attitude to see and understand that there are dogs that don't trust strangers, he'll probably end up as a casualty. That usually changes this attitude, but it's a hard way to learn.

Basic attitudes are
hard to change

Attitudes are all important in relating with others. We have all developed certain attitudes over the years that have proved successful to us in our dealings with people. To challenge what we are now doing is to threaten

the very foundation on which our success has been built. It is for that reason that it is difficult for people to recognize their faulty attitudes and then change their fundamental attitudes towards human relation problems.

Just applying rules
without genuine
feeling is easily
detected as phony

If we feel that we need to improve our ability to deal effectively with people, we've got to recognize our faulty attitudes and then modify our fundamental attitudes and consequently our feelings towards ourselves and others.

A supervisor who doesn't genuinely like people will have difficulty practicing techniques that are designed to reflect an interest in people. He may train himself to say "good morning", smile when employees speak to him, discuss problems frankly with them, never show favoritism, lose his temper or in general, behave as though he was interested in people; but it will be difficult for him to hide his true feelings. They will not be hidden from those who continually deal with him. Basic attitudes are difficult to change. Let's not be discouraged if we don't always change too fast.

A person's attitude
towards himself is
very important

In man's organization of the forces in the world around him, he is definitely in that picture - himself. He formulates attitudes about himself, and these attitudes are fundamental in his whole process of relating to others, successfully or unsuccessfully.

Many have the mistaken notion that people generally have a good opinion of themselves and have a high regard for their personal worth. The truth is that actually there are large numbers of people in all walks of life that have some very negative attitudes towards themselves. They belittle their achievements, they feel inferior to others for no good real reason, they blame themselves needlessly, they magnify their failures and they demand too much of themselves. We won't go into the reasons why these things happen other than to say that they do. We all see them happen every day. We can only suspect that if a person does such things consistently, it must satisfy some need or urge within him - whatever it is. It doesn't mean

either - that people who have these feelings are always the shy, retiring "casper milk-toast" type of people. Some are the most bombastic, critical, sharp-tongued individuals who are always trying to knock the other guy down a peg to boost their own inadequate feelings.

We must "get along"
with ourselves

It goes without saying that, if a person is going to be able to get along with others, he must be able to get along with himself above all things. If a person does not have a proper regard for himself, for his own capacities and powers, he cannot have a respect for others. Proper respect for oneself is fundamental to having the same feelings towards one's fellow man. This does not mean coddling oneself or indulging in vanity and self glorification. It does mean that he must have a proper self regard. He must have good relations with himself in order to have good relations with others. In our way of saying, he must have self-confidence.

Proper regard for
self is "self-
confidence"

Self-confidence is a basic attitude that is necessary to maintain effective relationship with others. If we have a proper regard for self, we will see within us some of these attributes.

1. A person who has done reasonably well for himself, probably not as well as he dreamed about one time, but he has achieved.
2. He feels capable about his work, his knowledge of his job, his skill in performing. Sure, he can do better; but he is not condemning himself for it - merely working consistently to improve.
3. He has all kinds of feelings both positive and negative about people he deals with. He accepts these feelings as perfectly natural, and doesn't try to hide them from himself. He tries to understand and interpret them.
4. He recognizes his definite limitations and lives with them by accepting them.

5. He has learned that life is a series of successes and failures and that neither success nor failure can permanently hurt him, if he has the proper regard for self.
6. He is not overdemanding of himself, setting up yardsticks of perfection that are unattainable and that lead only to useless frustration.
7. He is himself - different from any one else - but uniquely himself and he likes himself that way.

They say that man has actually two mirror pictures of himself: (1) the person he thinks he really is (and sometimes that is greatly distorted), and (2) the person he'd like to be. (We all have heroes we like to emulate.)

When the person you really are is reasonably close to the person you think you ought to be, you're perfectly normal and as you should be. Where there is a wide gap between the two, there are anxious strivings, powerful drives, frustrations and difficulties that can and do lead to personal difficulties. When an ordinary guy starts to visualize himself as Napoleon, you know what has happened.

For those who are particularly interested in getting a good perspective of the importance of man's attitude towards himself read: "Man for Himself," by Erich Fromm - Rinehart and Company, Inc., New York, N. Y. In his book, he says this about the subject:

"Man, however, does not exist in general. While sharing the core of human qualities with all members of his species, he is always an individual, a unique entity, different from anyone else. He differs by his particular blending of character, temperaments, talents, disposition, just as he differs at his fingertips. He can affirm his human potentialities only by realizing his individuality. The duty to be alive is the same as the duty to be oneself, to develop into the individual one potentially is."

Each must understand
himself

Central to the problem of improving his working relationships with those around him, man must of necessity improve his understanding of himself. He can change his own attitudes towards himself and towards others with whom he deals. He's the only one who can. Others about him can influence him to change his attitudes - just as he can influence others. But only - he - only you can change yourself.

Foundations of all
good human relations

1. With yourself

A. Learn to understand your own feelings
toward yourself.

Are you self-depreciating?
Do you have intense feelings of
inferiority in some respects?
Are you overdemanding of your own
capacities?
Do you understand your own drives
and needs?

B. Learn to respect yourself.

Appreciate your fine qualities.
Recognize you are human and therefore
not perfect.
Be willing to forgive yourself.
Be proud of your accomplishments.

C. Care for yourself.

— Avoid overindulgence.
Develop healthful habits.
Improve your knowledge and skills.

D. Accept and trust yourself.

Respect your shortcomings and achievements.
Know that with persistent effort you can
master your undesirable characteristics.
Keep in mind Shakespeare's famous words
from Hamlet:

"This above all: to thine own self
be true, and it must follow, as
the night the day, Thou cans't
not then be false to any man."

2. With others

A. Learn to recognize your true feelings
towards other people.

We all tend to mask our outward expression

of feelings, but we should inwardly recognize our real feelings.

B. Learn to accept and understand your true feelings about people.

It's the only way you can become objective about others.

Remember your own prejudices. For example, you are introduced to a person. Your immediate feeling is one of dislike or distrust. When you think about it, you remember that a person who pulled a "dirty deal" on you one time looked or acted just like this person.

C. Learn to accept people as they are.

All people have their good and undesirable qualities, just as you do.

After all, what may be good or undesirable to you may not be to them.

D. Respect the other person's uniqueness and show it.

You may not agree with another person's beliefs but you respect his right to his own opinion.

You may not like things that another person does but you recognize he has some motive which is logical to him.

You may not like what another person is - but remember your own prejudices.

E. Help people modify their behavior.

This is really the key role that a supervisor or a manager plays in an organization to get all members of his staff working together towards the attainment of common goals and objectives.

1. Know your staff members as individuals.

2. Understand their wants and needs for--
Courteous treatment.

A feeling of belonging.

A need for guidance and training.

Recognition of their work.

A feeling of service.

Opportunity.

Confidence in SCS as an organization.

Security.

3. Help them to find satisfaction of their needs by--

Showing an interest in their problems.

Developing sympathetic understanding.
Guiding and counselling them.
Appraising their efforts honestly
and telling them about your
appraisal.
Using every method of developing
them to their greatest potential.

Recognize your
limitations

Supervisors are sometimes confronted with "problem" employees that show some extreme forms of behavior that none of us laymen can figure out. They're the job for the specialist - an expert counselor, minister, doctor, or psychiatrist. We've got to be astute enough to recognize such abnormal behavior when we see it - and then attempt to get expert help to handle it.

Proper attitude
towards abnormality

People in supervisory and managerial positions who are confronted with extreme problems of abnormality have difficulty in being objective about such matters, primarily because they've got to deal with the anti-social behavior involved.

We must continually remind ourselves that the behavior we see is a symptom - the cause of the symptoms is something deep within him - just as shortness of breath may be one symptom of heart disease. These people are sick - and need expert help.

* * * * *

USING PRINCIPLES OF HUMAN RELATIONS TO WORK
EFFECTIVELY WITH PEOPLE

So far, we have discussed the importance of human relationships in our work and also some fundamental ideas on how human beings behave.

Now let's look a little closer at some of the things we do to work more effectively with people. Good human relationships in an organization and in consequence with those with whom the organization deals, stem from the ideas which management itself has about people. Just as a single individual grows and develops in an atmosphere of cooperation under the wise guidance of a high-principled

and dynamic leader, so all employees have the same opportunity when operating in a proper organizational "climate". Let's examine the organizational "climate" of SCS and see how we "stack up."

We are engaged in a great cause.

The constructive purpose and far reaching effects of the work we do challenges the best effort of every employee. We are all proud of what we are doing and are glad to dedicate ourselves to this as our life's work.

Our work is fully accepted.

There is tremendous and enthusiastic support from the nation as a whole and from those with whom we work most closely.

Management has utmost confidence in the ability of its people.

By the very nature of our program our employees are scattered far and wide over the nation. As a fundamental policy, we have delegated responsibility and authority as close to the "firing line" as possible with the utmost confidence that our employees will carry out those responsibilities.

Our fundamental operating policies have been developed by full consultation both within and outside the Service.

Our fundamental operating policies have been developed over the years in light of the needs of the job and with full cooperation and consultation with employees at all levels of the service and with those from outside of the Service with whom we cooperate.

All these and many more concepts add up to the fact that we as employees of SCS work in an "atmosphere" or "climate" that is fundamentally healthy to good working relationships.

Our personnel policies further aid in establishing a good "climate."

Furthermore, the personnel policies of the Service in line with Department and Civil Service policy have further enhanced the so-called climate in which employees operate. Examine, if you will, the career policy, and policies with respect to training, safety, employee health, awards, classification and employee relations and see how they supply and satisfy the fundamental needs of people for security, belonging, recognition and opportunity which we mentioned earlier as being fundamental human needs.

(In a group discussion situation, any of the policies mentioned could be used as a basis of discussion.)

Good management to establish good relations means carrying out the policies.

Good personnel policies are designed for the good of both the employee and the government. Supervisors and staff officers as well as all employees of the Service should be thoroughly informed of the personnel policies of the Service and be ready to carry out the intent of the policy.

As a case in point, let's look at the career policy. It's intent is to both strengthen the Service organization and to provide the maximum opportunity for the development of people and their assignment to positions of greater responsibility. Most supervisors are willing to have one of their employees advance to positions of greater responsibility. Often, however, they will balk at accepting someone from another part of the organization for their unit, even though he has been screened through the same process. The operation of the career process is a two-way process.

Leaders are responsible for how well people work together in their unit.

The "climate" of the organization is a composite of a lot of things but of most importance is the quality of the leadership at each level of the Service. This ability to work effectively with those on his staff and with those outside is the key to how successfully he will carry out the job he is assigned.

In SCS, we select our leaders on the basis of a multiple evaluation of their qualifications.

Here are the qualities of a good leader.

Let's look at what some of the qualities are.

1. Self-confidence - a high personal regard for himself as an individual which is genuine and felt within and reflected outwardly to all whom he deals with.
2. Emphasizes strong and continuous action. Doesn't do a half-way job. When he takes action on something, he gives it his strenuous and unremitting effort.

3. Oriented to the future. He makes long-range plans for himself and his work. They are flexible enough to meet immediate contingencies. He's willing to modify short-range goals when necessary and compromise on many matters.
4. Cooperates with the inevitable: that which cannot be changed, but resignation begins only where human power ends.
5. Objective Attitude. Won't take action on a sentimental basis. This does not mean that he is not sensitive to people - he is - he is patient, understanding, and interested in their problems and understands their feelings. He learns to handle the sentiment and feelings he has by being objective. Can often relieve tense situations by a good sense of humor.
6. Capacity for simplicity. The capacity to explain even the most complex problems in simple terms. Simplicity applies not only to perceiving and explaining but to such other things as speech, dress, and ways of behavior.
7. Capacity to make decisions. He must make decisions, look decided, act decided. "The world stands aside to let pass the man who knows where he's going."
8. He must assume and maintain initiative. When initiative is lost, the leader becomes the follower.
9. Must be willing to take disciplinary action. When discipline is required, he must be ready to take immediate and appropriate action.
10. Ability to "take it." Must be able to stand tension - alone if necessary. Must locate sources of tension reduction away from his work - sports, or hobbies.

11. Firmness in matters of principle.
He is not willing to compromise on matters of fundamental principle in which he thoroughly believes.

Self-evaluation
needed

You might want to do a little self-evaluation to see how you "stack up" against this yardstick. You might want to do a little self-improvement.

The Supervisor's Job,
Unit 3, covers a
large number of
examples of how
human relations
principles are used.

As you study Unit 3 on the Supervisor's Job, you will find that much of it is devoted to techniques in working with employees using principles of human relations. Therefore, they will not be repeated here. Counselling with people and particularly employees is such an important part of understanding human relations problems and arriving at satisfactory solutions to them that we are adding the following suggestions:--

Techniques of Counselling With Employees

1. Choose a good time and place.

An interview will better accomplish its purpose if it is uninterrupted and does not give the impression of being hurried. Whenever possible, pick a time --

- a. when you are in a good mood,
- b. when you believe he is feeling good, and
- c. when you are not rushed.

Avoid a time --

- a. when the man has had a recent glaring failure.
- b. when the man has recently had an argument with you or someone else.

Hold your interview in a place --

- a. where you will not be interrupted by the telephone.
- b. where no one will break in on your privacy.
- c. where you can both be comfortable and relaxed.

2. CAUTIONS IN COUNSELLING.

Effective and constructive discussion of performance with an individual requires that certain key points -- things to do and things to avoid -- be kept in mind by the counselor.

They are listed below:

Don't

Do

- | | |
|---|--|
| 1. Do all the talking yourself. | 1. Listen! Listen attentively and politely. |
| 2. Dominate the conversation or cross-examine. | 2. Let him express his own ideas freely. |
| 3. Lose control of the interview. | 3. Keep the discussion "on the track" and firmly guide it. |
| 4. Argue. | 4. Be calm and patient. |
| 5. Bluntly point out your disagreement. | 5. Show him first where you both agree before pointing out where you differ. |
| 6. Put yourself on a pedestal as a judge of "rightness and wrongness." | 6. Show respect for his opinions. |
| 7. Create the impression that you won't alter your opinions. | 7. Create the impression of fairness and open-mindedness. |
| 8. Seem infallible. | 8. Be willing to change your judgment in the light of new evidence. |
| 9. Dwell on his weaknesses. | 9. Permit the employee to "save face," stress strong points. |
| 10. Emphasize past failures. | 10. Discuss best methods of avoiding future mistakes. |
| 11. Compare the employee with someone else. | 11. Discuss the employee's work in relation to job duties. |
| 12. Shirk responsibility. | 12. Take the blame for a performance failure if in any way your fault. |
| 13. Let the employee leave with doubt as to what should be done to improve. | 13. Develop a plan for improvement with the employee. |

3. SUGGESTIONS FOR HANDLING SOME TYPICAL REACTIONS.

Various types of reaction will be encountered and sometimes the counselor may be at a loss as to what kind of an approach to take.

(1) THE EMPLOYEE WHO JUST WON'T AGREE!

In such cases:

- a. Don't try to get agreement in the first conference. It may take several times. With such a person, the first job is to make your position clear.

- b. Try to figure out whether his disagreement is the result of his personality, his experience in his work and with people, or other factors entirely within himself.
- c. Always expect to find some disagreement. Full agreement is impossible and really not necessary. Try to get as much agreement as you can.
- d. Listen . . . listen carefully. Try to find out WHY the employee disagrees. As he talks, check the reliability of your own facts and examine the validity of his criticisms.

(2) THE EMPLOYEE AGREES TOO QUICKLY!

In that case:

- a. Be sure his agreement is sincere and that he is not agreeing to try to avoid emphasis on the necessity for improvement.
- b. Strongly emphasize what the employee is to do about improvement.
- c. Outline clearly how you intend to follow up on the improvement plans you develop.

(3) THE EMPLOYEE IS TOO EAGER FOR PROMOTION!

- a. If desire for promotion is involved, it should be understood that jobs are not just created for purposes of promotion. Promotion will depend on his performance in his assignments and what people think of his potentiality.
- b. If too many of your employees are insisting on tangible rewards, examine yourself and your discussions with them. Ask yourself if you have been stressing advancement and promotion too much. Remember that we evaluate people FIRST to improve their performance in their present position.
- c. Finally, a person may not deserve advancement. A counselling interview should result in his seeing it, but don't be surprised if it takes several conferences before you succeed.

(4) THE EMPLOYEE WHO WANTS TO QUIT!

Assuming that the person is a good employee whom you want to keep:

- a. Find out why he wants to quit. He may not be too clear himself.
- b. If the reason is based on some valid fault within your organization, try to correct it.
- c. Tell him emphatically that you want him to stay. Don't be afraid to tell him.
- d. If the employee is accepting temporary advancement with some other organization in place of a better future with us, outline the possibilities for growth.
- e. Above all, don't let him make a definite commitment about leaving or statements so rash that he will feel he has to leave because you won't have confidence in him any longer.

(5) THE EMPLOYEE WHO LOSES HIS TEMPER!

- a. Don't throw gasoline on the fire.
- b. Listen!
- c. Don't argue. Let him talk himself out.
- d. When he calms down, be sure he understands that no one is keeping a "black book" against him.
- e. Call him back in a few days. Usually he will be ready to talk reasonably on a second try.
- f. If he isn't, listen carefully to what he has to say.
- g. If there is then no improvement, ask him to listen, and then state your findings with examples and suggest plans for improvement.

(6) THE EMPLOYEE WHO IS COMPLETELY PASSIVE!

- a. You know your men.. Why is he acting this way? Is this just a "wait and see" policy or a "coat of armor"? Is he afraid?

- b. Don't be afraid of some silence. Give him time to think and answer.
- c. Watch for any sign of interest in what you are saying and try to develop it. Ask his opinion about something.
- d. In such a case, give him as many strong points in his performance as you can.

(7) THE EMPLOYEE WHO IS VERY NERVOUS:

- a. Ask yourself if you were a little abrupt when you got together. Maybe you didn't put him at ease. Spend more time on the amenities and talk about things he knows best.
- b. Try to get him to talk. This will help to relax him.
- c. It would be wiser to discuss job performance -- quality, quantity and the like, in this interview. They can be more objectively considered and not related directly to the man himself or his personality.

(8) THE MAN WHO IS DOING AN UNSATISFACTORY JOB AND CAN'T BE IMPROVED:

Here is one of those few employees for whom you are ready to give up hope. You are thinking he should be separated as tactfully and kindly as possible and of trying to help him for the future.

Refer to the Unit 3 - The Supervisor's Job - on how to deal with inefficiency.

* * * *

Technique for Handling Hostility

The primary aims in handling hostility are:

- 1. To get the individual to control his own hostility in the future.
- 2. To protect your own position through the application of specific techniques.

Direct Techniques

- 1. Deliberately Ignore it.

A good deal of hostility carries with it its own limited intensity and will peter out as soon as it is exhausted. Interfere with it only if it becomes "heavy".

2. Let it be known that it's not acceptable behavior by some method.

A good deal of hostility occurs because the individual has no judgment about its unacceptability. Advise him that it ultimately places a load of responsibility on him for his hostile action.

3. Respond with warmth and affection.

This helps to solve hurt feelings and will not result in counter aggression. This device can only be used selectively. It won't always work.

4. Use of Humor - not sarcasm.

This will reduce tension and will:

- a. Show that you are invulnerable to the attack.
- b. Save the individual from any "guilt" feeling.
- c. Enable him to "save face."

5. Give him advice or help.--

If the hostility comes from frustration caused by his inability to handle a problem.

6. Direct appeal - to quit being hostile.

7. Punishment - this is intolerable - we're taking authoritative action.

* * * *

Samples of the types of questions that can be used as a basis for discussion or as a basis of developing cases for discussion

1. Describe some situation in which you have observed that there was conflict between individuals. What were the feelings of those involved and how was the problem resolved?
 - a. Conflict over who had proper authority to take action.
 - b. Conflict over interpretations of regulations.
 - c. Conflict caused by adverse criticism.
 - d. Conflict caused by delay or improper instructions.
 - e. Conflict caused by anti-social conduct.
2. If you developed a good idea that was adopted in the Service and someone else got the recognition for it how would you handle your feelings in a situation like that? Suppose the one who got credit was in a superior position?

3. Why are the feelings of people so difficult to observe?
4. If a member of some organization outside of SCS was reported to have made some critical statements about the Service program at a public meeting, what would you do?

Suppose they were about you personally?

5. When serious hostility develops between an employee and his immediate supervisor, is a transfer of either or both participants the best solution to such a problem?
6. List some of the typical frustrations you have to deal with:
 - a. Between you and your supervisor.
 - b. Between you and those you supervise.
 - c. Between you and those outside the organization.

* * * *

